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ABSTRACT

This handbook provides guidance for implementing orientation activities for international students at Middlesex County College (MCC), in New Jersey. An introduction describes the development of MCC's orientation plan, indicating that, in response to problems faced by international students, the college developed an overnight orientation and leadership training session which resulted in a 97% increase in retention for these students after the first year of implementation. Next, the objectives of the MCC orientation program are described as increasing retention for international as well as immigrant students, familiarizing language minority students with American culture, promoting tolerance among language minority students, and enabling these students to plan and take leadership roles. The handbook then reviews the following issues related to implementing the orientation and leadership training session: (1) choosing a site; (2) financial considerations related to transportation, accommodations, equipment, extra activities, and snacks; (3) deciding on the time of year to hold the session; (4) staffing considerations; (5) inviting students; (6) providing the necessary equipment and supplies; (7) pre-orientation activities, such as faculty and staff training and student meetings; and (8) on-site activities, including ice breaker activities, participant interviews, informal cultural activities, social activities, formal activities, and leadership training. Appendixes include background information on language and culture; sample activities related to exploring American cultural concepts through proverbs and diversity role-playing games; and a summary of an MCC ethnic heritage week. Contains 25 references. (TGI)



ED 393 495

THE BEACON COLLEGE PROJECT

AN ORIENTATION & LEADERSHIP
TRAINING HANDBOOK FOR
INTERNATIONAL STUDENTS

JC 960 194



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THE AMERICAN ASSOCIATION OF COMMUNITY
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**An
Orientation & Leadership
Training Handbook
for
International Students**



*M. Eileen Hansen, Ed.D.
Middlesex County College
Edison, New Jersey*



An AACC/Kellog Beacon College Project

Class of 1993

Acknowledgments

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A Handbook for Orientation & Leadership Training for International Students

Introduction

As increasing numbers of international and other language minority students from a variety of cultures come to our universities and colleges, these institutions are faced with multi-faceted new challenges. In addition to the challenge of language training, there is the task of making these new students who may not understand American culture and the cultures of one another, feel a part of the campus community. It may be easy to ignore this population at first, but the increase of diversity on our college campuses can have dramatic impact, both positive and negative, upon the campus community. Language minority students may feel isolated from the campus community and choose to interact only with others from their own culture thereby causing a fragmentation and isolation of the student population. American faculty who have little experience with and knowledge of the background and cultures of students entering their classes may not be cognizant of the cultural differences that may affect learning and classroom behavior. This lack of experience with culturally different students on the part of majority students and faculty could result in tension and cultural conflict within the student body.

An attempt to reconcile the differences and similarities among members of a college community can forge a better understanding of cultures and create a positive atmosphere on campus. Students from other cultures who feel accepted and understood can form a remarkable resource for any college campus. On the other hand, their understanding of American culture can assist them in becoming more active participants and enhance their contributions to the college community.

In 1985, Middlesex County College, a two-year institution located in a vastly diverse area of New Jersey, was confronted with the dilemmas enumerated above. Most of the 85 international students spent only one or two (maximum) semesters at the institution. They were very isolated and interacted with very few people except members of their own cultures. Most of the faculty and American students had little awareness of these students and their cultures. Conversely, the international students knew very little about American culture, what was expected of them and how they were expected to behave. This resulted in a great deal of alienation and a lack of ability to adjust to the campus.

After much discussion at Middlesex County College, it was decided that more attention had to be paid to these students to counteract the problems they were encountering. A committee was formed by the International Student Advisor, the ESL Department Chairperson and the International Education Committee. (If these individuals do not exist on your campus, any group of interested faculty, staff and administration can spearhead the project) A plan was developed to expand orientation for the international students. It was decided that an over night orientation, held off campus might be more successful than the one hour orientation held on campus. It was speculated that if the group spent some time staying together, eating together, conducting formal and informal inter-cultural activities, and spending time in social interactions, a sense of "togetherness" might occur. Hopefully, this sense of community would continue once back on campus. The results were beyond all expectations. The first year after the orientation, retention of international students increased 97% and since the orientations have continued, the international student population has tripled with most remaining for graduation before transferring. The success of the orientation became a motivation to develop the Beacon College Project model which expanded the concept of an over night orientation to six other community colleges in New Jersey and hopefully to institutions (both two and four year) nationally.

Objectives of the Orientation and Leadership Training



The objectives are to: 1) increase retention for language minority students (international as well as immigrant populations); 2) provide language minority students with knowledge and understanding of American culture, values, expectations and mores; 3) promote

understanding and tolerance among language minority students; 4) promote unity and a sense of "togetherness" among these students, thereby providing them with a stronger presence in the college community; 5) enable these students to plan and take leadership roles in events that increase their visibility on campus and promote interaction with the larger student body; and 6) encourage students to be more successful in their academic pursuits (this objective has become an outgrowth of the orientations). Students who were marginal students academically prior to the orientation appear to do better after attending the orientation.

Choosing a Site

Experience has shown that a YMCA camp or some other type of educational camp is both financially prudent and provides the best site for the objectives of the orientation. Whatever is chosen, the following criteria should be met:

- 1) Sleeping accommodations should be dormitory style so that all females/males can be together.
- 2) there should be heat and easy access to toilet and showering facilities.
- 3) the dining room should be able to accommodate entire group for meals at one time.
- 4) distance from the campus to camp should be no more than one hour if possible.
- 5) several rooms in close proximity should be available to the group for the entire orientation with one large group meeting room available at all times.
- 6) out-door recreation facilities (volley ball, basketball, archery, canoeing) should be available.
- 7) indoor recreational facilities (ping-pong, billiards, darts) should be available.
- 8) on-site personnel should be available throughout the orientation.
- 9) cost per person should include all meals.

It is essential to visit the camp prior to the orientation while another group is there to be sure that all criteria are met. Also check to see if there is flexibility in paying the bills. (in past experience with several collegiate institutions, payment can be held up for a variety of reasons)

Financial Considerations

The orientations run by colleges in New Jersey have always come under the aegis of commitment of the colleges to International students. Therefore, there is no cost to the students. Because most International students pay more tuition due to out-of-state status, the cost should be defrayed for students. In some cases a student activity fee is assessed for such activities or grant money is secured (in the case of Middlesex County College, funds have been secured through a coop grant from the National Association for Foreign Student Affairs (NAFSA) and through the AACC/Kellog Foundation Beacon College Grant).

A general budget follows:

Transportation

Small groups-campus vehicles
Private cars
Groups of 30-45 Bus

Cost
0
0
\$375.00

Accommodations

Cost may vary depending upon what is included. For example, if you leave on a Friday evening and expect to have dinner at the camp, the cost will be more

\$40-\$60
per student

Equipment

There may be additional charges if the camp provides the equipment

\$100-150



Extra Activities

The only additional cost has been for horseback riding. However, any extraneous cost for special activities should be assumed by the students

\$11-\$15
per student

Snacks

This can be provided by the camp for an additional cost but is usually provided at a specific time during the day. If you wish to have snacks (soft drinks, fruit, chips, etc.) available throughout the orientation, you should bring your own

\$100-\$125/45
students

Total Cost to Institution:

40 students plus 5 staff

approximately \$3,500

Time

Experience dictates that the timing of the activity will determine the degree of participation. A variety of times have been tried (first weekend after classes start, 1 month or 1 1/2 months after classes start) and the most successful participation rate seems to be after 1 or 1 1/2 months. This gives new students a chance to become somewhat comfortable on the campus and gives organizers a chance to promote enthusiasm. Of course, depending upon the part of the country, the time may be dictated by the weather. It should be temperate enough to pursue out-door activities. *This is very important.*

Staff

The person in charge should be someone with whom the students have contact on an on-going basis. (international student advisor, Director of International Programs, ESL Director, ESL Instructors) There should be at least 5 additional staff for a group of 40 students. They need to be available to assist with activities. All staff go on a voluntary basis unless there is money in your budget for stipends or other contractual agreements preclude voluntary work.

Students

All new students should be invited and required to sign up and pay a minimal deposit (\$5.00) which will be returned on the day of the trip. (without this deposit, students will sign up and not go. Even with the deposit, expect 3-5 students not to show up.)

The second year of the orientation, try to get a few students from the year before to go to assist. This really helps in the running of a smooth orientation.

If at all possible, try to invite some American students to participate. This has only been achieved once in seven orientations and it took a great deal of time to orchestrate. If there is a service club or organization on campus or an honor society, this may be the best way to get American volunteers.

Equipment

Check to see what equipment is available at the facility and its cost. Following is a list of equipment and supplies needed:

VCR & Monitor

2 tape recorders

audio equipment and speakers for music (a student usually volunteers to bring this along with tapes and CD's)

2 flip charts-2 easels

1 chalk board

video camera
camera



Supplies

5 videos (contemporary movies appropriate for age level)

Magic Markers

Scissors

3 x 5 index cards

name tags

Games-Scrabble, Pictionary, Wheel of Fortune, Boggle, Monopoly, Trivial Pursuit

Musical Instruments-guitar-copies of the words to American folk songs

construction paper

plain white paper

Pre-Orientation

Faculty/Staff Training

To prepare faculty and staff for a successful orientation some activities must be held on the campus prior to the orientation. (See Appendices A & B)

Student Meetings

Meet with students the first week of the semester to tell them about the orientation and its goals and objectives. Keep reminding them about the orientation (through classes, etc.) and give them a deadline for signing up and paying the deposit. Have a final meeting 1 week before the orientation and make it a requirement for participation. Students who cannot attend the meeting must see the orientation leader personally before the trip. Distribute information in writing (see Appendix C) and go over information and answer any questions. Return the \$5.00 deposit as students enter the bus or vans.

On-Site Activities

Friday Evening

1. Purposes and Objectives of Orientation explained to group.

2. Ice Breaker Activities

- a. A number of typical American proverbs are selected by the faculty. Write one word from each proverb on a 3 x 5 card with the same number in the upper right hand corner for all words belonging to the proverb. Mix the cards and distribute one card randomly to each student. Discuss what a proverb is with the entire group. Ask students for examples of proverbs from their own culture. Students are told to find everyone in the room with the same number on the card and to try to determine what the proverb is. When the group believes that it has the correct proverb, they go to the chalkboard and write it down. When everyone reconvenes, discussion follows about the meaning of each proverb. Usually intercultural concepts emerge. Examples of proverbs that reflect cultural concepts are:

Proverb

Cleanliness is next to Godliness

The Early Bird Catches the Worm

Don't Judge a Book By Its Cover

A Rolling Stone Gathers No Moss

When In Rome Do As the Romans Do

Don't Put Off Until Tomorrow what
You Can Do Today

(See Appendix D for Additional proverbs)

American Cultural Concept

Obsession with cleanliness

To be successful one must start early

Non-judgmental

One has to work to succeed

Newcomers must learn American culture

Do not procrastinate



b. Participant interviews

Participants are given five minutes to interview another person (including faculty). They must learn at least three things about the person and additional information if time permits. At the end, the group reconvenes and each person introduces his/her partner to the entire group. The number of countries represented is recorded and participants get to know each other.

3. Informal Cultural Activity

Depending upon the time of year and what particular holiday may be near the time of the trip, some cultural activities can follow. For example, the orientation in the Fall usually coincides with Halloween. Therefore the cultural activities revolve around Halloween.

a. Pin the nose on the pumpkin

b. Bob for apples

c. Explain cultural aspects involved in these activities.

4. Informal social activities to get to know each other

The previous activities should be no longer than 2 to 2 1/2 hours long. The remainder of the evening should be devoted to informal social activities.

a. Billiards, ping-pong

b. Games-Scrabble, Trivial Pursuit, Pictionary, Wheel of Fortune

c. Sing alongs-American folk songs with piano or guitar

d. Full group dancing to American contemporary music, snacks provided.

Saturday morning

Breakfast with everyone participating in setting tables, serving food, and clean-up if required by the camp. Assignments of these duties should be made Friday night for every meal for the entire weekend. Explain that in American culture both males and females participate equally.

1. Formal Activities

There are several levels of cultural understanding that individuals must go through in order to become culturally aware. These are:

Awareness of similarities and differences between cultures.

Acceptance of and respect for these similarities and differences.

Knowledge of cultural interferences.

Appropriate behavioral responses.

The function of the formal activities is to get through these levels, and to discuss what interferences (i.e. cheating vs. helping a friend) may occur in classrooms and what behavior will be appropriate when dealing with these interferences.

For example, in many cultures, it is expected that a person helps his/her friends and family achieve their final goals no matter what they are. In a university setting, this could involve giving your homework to a friend or loaning a term paper to a friend to use as his own. In most American institutions, this is considered plagiarism and cheating and, if caught, a student faces grave consequences. An international student unaware of this cultural convention in America behaves as s/he would in his/her own culture. S/he is then caught, accused of cheating and brought up on a code of student conduct. S/he has no idea what provoked this situation. These differences must be explained to the student and participating in the BAFA, BAFA experience provides a catalyst to do so.

The important thing to note when discussing cultural expectations is that you know that it is very difficult for students to change immediately. They, indeed, may never change. Your ultimate responsibility is to explain these expectations to them and the resulting consequences they face if they choose not to conform.



a. Ba-Fa, Ba-Fa Intercultural Simulation Game.

(Appendix E) Everyone participates and during de-briefing American cultural values, expectations and stereotypes are discussed. Cultural perceptions of students are examined and discussions follow to promote understanding among group members. The emphasis here is to discuss what behavior will be expected of the students on the campus and to see how these expectations differ in different cultures.

The B-Fa, Ba-Fa game requires at least 20 participants, a leader or coordinator and 2 other staff to teach the 2 cultures to the students. If the group is smaller, (15-20) an alternative simulation, Minorian/Majorian, can be used and does not require as much structure.

b. Minorian/Majorian (Appendix F)

c. Video, **When Cultures Meet Face to Face**

This video and study guide were developed at Middlesex County College to aid in international orientation. (Appendix G)

2. Leadership Training

The group is divided into several small groups with a faculty member as leader. A discussion is conducted and a strategy is worked out for activities that International students can initiate and invite the College Community to when they get back on campus.

The groups re-convene into a large group and come to a consensus about what activities would be appropriate. Some possibilities are:

a. Holiday party sponsored by the ESL/International Clubs. Students bring foods from their respective cultures and invite faculty from the campus as guests.

b. International Food Sale for entire campus. Students provide food from their cultures to sell in student center. Proceeds are used for other group activities.

c. Ellis Island Project (Appendix H)

d. Pumpkin carving contest where international students carve pumpkins and invite college community to come in and vote for best pumpkin.

e. Ethnic Heritage Week-An entire week of cultural activities open to the entire campus (Appendix I).

3. Lunch

4. Outdoor Activities to foster social interaction among students and faculty

5. Dinner and Return Home

6. Follow-up meetings held on campus to develop activities decided upon during leadership part of orientation.

Throughout the entire orientation, photographs and a video of all the activities are taken. Photographs are blown up, laminated and put on display in an appropriate place for everyone to see. The video is shown to encourage other students to participate in future orientations. The video can also be shared with other institutions to encourage them to have the same type of orientation on their campuses.



Appendix A

In order to foster a better understanding among faculty, staff and students, and to prepare them for the orientation, the following information needs to be read and discussed by orientation staff prior to the orientation.

Although differences are inherent in cultural diversity, these differences can be channeled into positive action through cultural awareness and understanding.

First, one must understand the concept of culture. In defining culture, it is not just the art, history and food that is considered but rather the sum total way of life of a group of people including their attitudes, values, expectations and rules of behavior. Culture determines the context of human actions and thoughts, and the language of the culture formulates them.

Aspects of culture

1. **Values**-the things that a culture thinks are important.
i.e. individualism is valued among Americans while communalism is valued among other cultures
2. **Attitudes**-An individual's pre-disposition for or against something or someone.
i.e. People do not like a person based upon the color of their skin or a spoken accent
3. **Perceptions**-The way individuals organize the reality around themselves.
*i.e. Americans have many activities scheduled each day. Therefore **time** and punctuality are perceived as an integral part of the culture. In many cultures **time** is not perceived as an integral part of the culture so arrival and departure times are relative to other things.*
4. **Expectations**-What and how individuals expect others to behave.
*i.e. Americans have to earn **respect** in most situations. In many cultures, **respect** is expected automatically based upon age (elders), profession (teachers), or status (religious leader).*
5. **Stereotypes**-The generalizations, usually not based upon fact, that individuals make about groups of people.
i.e. All Americans are rich. Due to movies, films and other media, where affluence and excessiveness are portrayed, most foreigners generalize to all Americans.

Language and Culture

Language and culture are inextricably related. As previously stated, culture determines the context of human actions and thoughts, and language formulates them.

Examples:

American culture is very direct. The English language reflects this directness: "**No fishing.**"

Japanese culture is more subtle and in tune with nature. The Japanese language reflects this subtlety: "**Love the fish.**"

The Hopi Indian culture believes in living in the present. The Hopi language, therefore, does not have a past or future tense.

In Eskimo culture, **snow** plays a major role. The Eskimo language has 10 different words to describe **snow**.

If you have little experience in dealing with International students and intercultural activities, it may be useful for your American faculty and staff to go through a few activities prior to the orientation.

Before one can attempt to understand other cultures, one must be cognizant of his or her own culture. Because of the many cultural influences inherent in what determined American culture, defining the rules and cultural conventions of American culture is not easy. The important point is, whatever you all think about these issues, you and your staff should reach consensus before you have the orientation.



Appendix B

The following activities can be conducted.

Activity I (1 hour)

Have the faculty/staff read the following: "Observations of Foreign Visitors" and "Common Stereotypes of Americans Held by Foreigners". Discuss the readings and determine why these observations are correct or not. Be prepared to integrate your consensus about stereotypes if these stereotypes come up at the orientation.

Observations of Foreign Visitors About American Behavior

1. Visitor from India:
"Americans seem to be in a perpetual hurry. Just watch the way they walk down the street. They never allow themselves the leisure to enjoy life; there are too many things to do...."
2. Visitor from Japan:
"Family life in the U.S. seems harsh and unfeeling and compared to the close ties in our country. Americans don't seem to care for their elderly parents."
3. Visitor from Kenya:
"Americans appear to us rather distant. They are not really as close to other people-even fellow Americans-as Americans overseas tend to portray...it's like building a wall. Unless you ask an American a question, he will not even look at you...individualism is very high."
4. Visitor from Turkey:
"Once...in a rural area in the middle of nowhere, we saw an American come to a stop sign. Though he could see in both directions for miles and no traffic was coming, he still stopped!"
5. Visitor from Colombia:
"The tendency in the U.S. to think that life is only work hits you in the face. Work seems to be the one motivation..."
6. Visitor from Ethiopia:
"Trying to establish an interpersonal relationship in the U.S. is like trying to negotiate over or break down a wall; it is almost like a series of concentric circles. You have to break down different levels before you become friends."
7. Visitor from Iran:
"The first time my professor told me" 'I don't know the answer-I will have to look it up.' I was shocked. I asked myself, 'Why is he teaching me?' In my country a professor would give a wrong answer rather than admit ignorance."
8. Visitor from Indonesia:
"The (American) wife of my English professor in Indonesia once asked me why I never invited her to my house. I frankly could not give her a direct answer. There was no reason why I should invite her since there were no parties being held by my family, or if she really wanted to come to the house, she was always welcome at any time. I know now that in America you cannot come freely to any place unless you are invited."
9. Visitor from Indonesia:
"In America, people show hospitality to strangers, but do not care for family members."
10. Visitor from Kenya:
"Parents are so occupied earning the weekly or monthly pay that they find little time to devote to their children."
11. Visitor from Algeria:
"I was horrified at the ignorance of the high school students about my country-Algeria. They knew nothing at all about it-location, people, language, political condition. What made it worse was the ignorance of the teacher herself. Her knowledge was very shallow and, in certain instances, quite erroneous."
12. Visitor from Egypt:
"My hostess asked me, 'would you like to settle down in our country for good?' She was surprised when my answer was in the negative, though I took great pains to make it as diplomatic as possible."



Common Stereotypes of Americans Held by Foreigners*

Outgoing, friendly

Informal

Loud, rude, boastful, immature

Hard working

Extravagant, wasteful

Think they have all the answers

Not class conscious

Disrespectful of authority

Racially prejudiced

Know little about their countries

All American women are promiscuous

All wealthy

Generous

Many hippies

Always in a hurry



*Kohls, Robert L., *Developing Intercultural Awareness.*

The Society for Intercultural Education, Training and Research: Washington, D.C., 1981.

Activity II (1 hour)

Each participant will rank his/her individual values in order of importance on "American Values Sheet". Group reassembles and tries to reach consensus on the 4 most important values to most Americans. Any additional values may be added for the discussion. Those values should be alluded to during the student orientation.

American Values Sheet

1. Each individual should rank the following values in order of importance.
2. The group should then get together and see if they can choose the 4 most important values.

Value	Individual	Group
1. health		
2. money		
3. competition		
4. world peace		
5. family		
6. education		
7. religion		
8. freedom		
9. friendship		
10. youth		
11. cleanliness		
additional values:		



Appendix C
Orientation Overnight Trip
(Sample Memo)

TO: Students & Faculty
FROM: Dr. M. Eileen Hansen
RE: International Student Orientation
Beacon College
Nov. 1 & 2

We will have a bus leaving Middlesex County College at 4:30 p.m. from West Hall (Parking Lot #1) on November 1 and should arrive at Camp Bernie about 7:00 p.m. Since there will be no dinner served that evening, everyone must bring some food to eat on the bus.

We will leave Camp Bernie at 5:30 on November 2 and should be back to Middlesex at 7:00 p.m.

If you wish to leave your car on campus, you must park it at Police Headquarters and let them know that you are leaving the car overnight.

Attached are the directions to the camp and the items that you need to bring. I look forward to sharing this experience with you and I am certain that you will have a rewarding time.

Please bring the following items:

- blanket or sleeping bag
- pillow
- towel
- washcloth
- soap
- personal hygiene products (toothbrush, toothpaste, deodorant, shampoo)
- heavy jacket or sweater
- sneakers
- gloves



YMCA CAMP BERNIE
RD # 2 Box 85
Port Murray, N.J. 07865

Please Read

IMPORTANT INFORMATION TO KNOW WHEN COMING TO CAMP BERNIE

**WELCOME TO
CAMP BERNIE**

Welcome to YMCA Camp Bernie—a camp and conference center designed for youth and family camping, outdoor education, conference and retreats. YMCA Camp Bernie is located between Hackettstown and Washington, NJ just off of Route #57, approximately 65 miles from Ridgewood and approximately 70 miles from the George Washington Bridge. Camp Bernie's location is in the beautiful Schooley's Mountains, with 248 acres of woodland, meadows and streams, it provides a beautiful setting for groups.

**MODERN LIVING
QUARTERS**

Heated, winterized cabins are complete with bathroom facilities. Some cabins have fireplaces, others have wood stoves. Double bunks are provided with comfortable mattresses. Buildings are maintained in excellent condition.

**WHAT TO BRING
WITH YOU TO
CAMP BERNIE**

Sheets, blankets (sleeping bags), towels, pillow, soap are brought by participants. A flashlight is helpful at night games or books are welcome for your own relaxation. Sports equipment is available for your enjoyment. In the winter ice skating and sled riding are the favorite activities. Groups bring their own skates and sleds. **NOTE: NO TOBOGGANS, PLEASE!**

**DINING AND
MEETING ROOMS**

Three dining rooms and ten meeting rooms are available for use. Camp Bernie has a distinction and reputation for its fine, wholesome food. Groups set, serve their own food, and clear the table after each meal. Each group provides one waiter per table. Snacks can be arranged by calling the Camp Bernie office or make arrangements upon your arrival in Camp.

**MEAL TIMES
DINING HALL
PROCEDURES**

Generally, our meals are served as follows: Breakfast, 8:00 a.m.; lunch, 12:30 p.m.; and dinner, 5:30 p.m.

One waiter for each table (seating is up to 11 per large table, 9 per small table) should report to the dining room 15 minutes before each meal. Limit each table to one waiter at all times to eliminate confusion in the dining hall and kitchen. Tables must be cleared following the meal wiped off with a damp cloth and the floor swept. This is the extent to which your group is responsible to help in the dining hall, and takes only a short time.

ALCOHOL

It is the policy of YMCA Camp Bernie that groups using our camp cannot bring or consume alcohol on the camp premises. YMCA Camp Bernie serves families, churches and college groups.

**YEAR ROUND RECREATION
FACILITIES AVAILABLE
WITH BASIC EQUIPMENT**

The main recreation hall is located about the main dining hall and offers opportunities for ping-pong, pool, noc-hockey. An asphalt court is equipped for basketball, and volleyball. A playing field is available for softball, soccer and other field games. Equipment for outdoor areas should be coordinated with the Director or the staff person on duty.

HIKING TRAILS

Trails wind their way throughout the 248 acre property and surrounding area. Point Mountain offers an inspiring view of the valley especially at sunset. A map directing you to Point Mountain is available through the staff person on duty.

**OUTDOOR CHAPEL
TRADING POST**

A simple rustic chapel, located in the woods, provides an excellent setting for worship close to nature.

The Trading Post (camp store) will be opened upon your request. Some of the items available in the Trading Post are: ice cream, candy, T-shirts and sweatshirts, and other souvenirs of Camp Bernie.

SWIMMING

One outdoor swimming pool is normally open from the last weekend in May through the last weekend in September. The pool is staffed by our lifeguards and will only be opened when our guards are on duty. The pool will be open on a scheduled basis only.

HORSEBACK RIDING

Camp Bernie offers horseback riding for groups and families. Participants should wear shoes with heels or boots and long pants. Youths must wear riding helmets which we provide. Children seven years and older are eligible to go on a trail ride. Children under seven can ride in the ring. We would like to know before you arrive whether or not your group is interested in horseback riding. The current cost is \$6.50 per person per half hour and \$11.00 per person per hour ride. The ring rides are \$3.50 per child. During the months of January, February and May there is a great demand for horseback riding which makes it necessary to offer half our rides only. Please plan accordingly so that all participants during the weekend will be able to enjoy the riding.

**FOR ANY ADDITIONAL INFORMATION OR ANSWERS TO YOUR QUESTIONS, PLEASE CALL THE CAMP'S
OFFICE BETWEEN THE HOURS OF 9:00 A.M. and 4:30 P.M. OUR PHONE NUMBER IS (908) 832-5315
YMCA CAMP BERNIE, R.D. #2, PORT MURRAY, NJ 07865 • 832-5315**

INSURANCE INFORMATION

YMCA Camp Bernie provides accident insurance coverage for participants. Presently there is a twenty-five dollar deductible per accident. (This means that the insurance coverage does not pay the first twenty five dollars of the bill).

We recommend that your family or group use your own insurance plan when possible because it will probably save the individual or group the twenty-five dollar deductible.

For further clarification on accident insurance coverage please call: 908-832-5315 between the hours of 9:30 a.m. and 4:30 p.m.



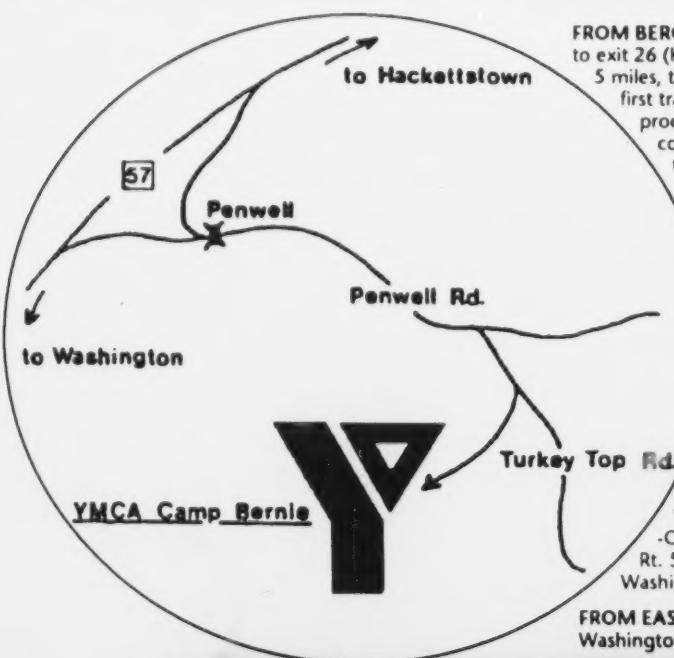
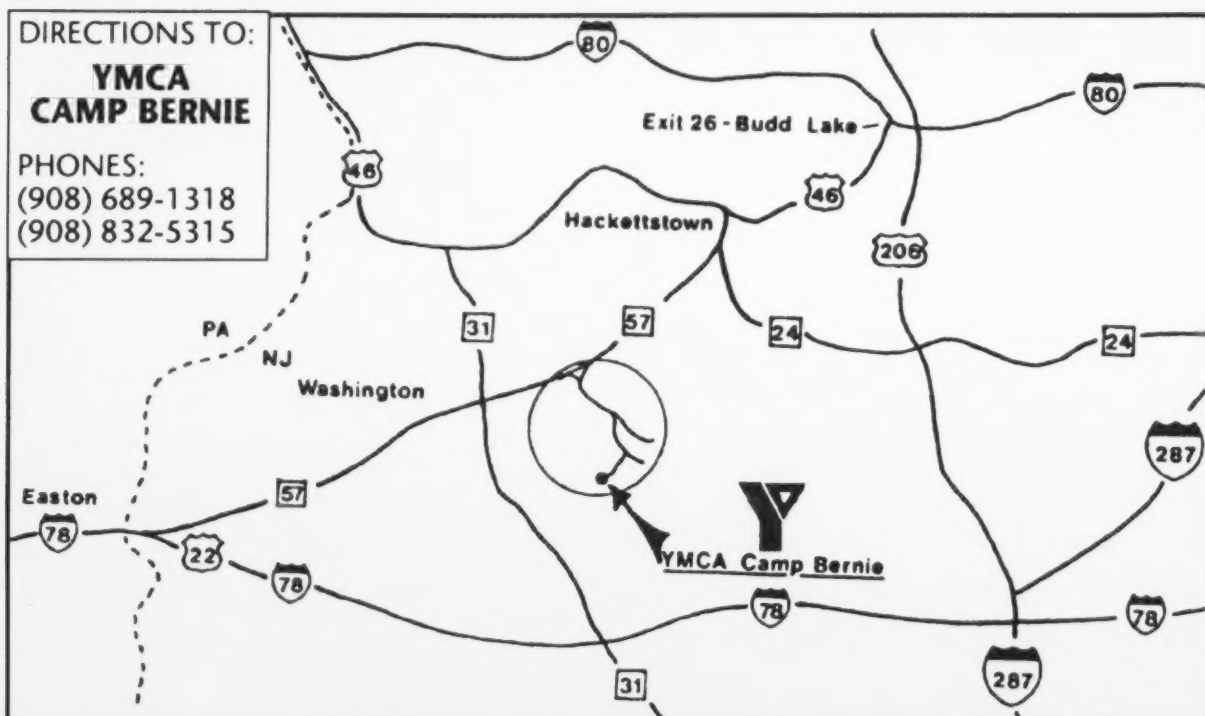
DIRECTIONS TO:

**YMCA
CAMP BERNIE**

PHONES:

(908) 689-1318

(908) 832-5315



FROM BERGEN COUNTY AND NEW YORK CITY AREA: West on I-80 to exit 26 (Hackettstown/Budd Lake). West on Route 46; proceed 5 miles, then after coming down a steep hill, make a left turn at the first traffic light onto East Avenue. Turn left at the next light and proceed past McDonald's and Friendly's (on the right), and come to traffic light. Turn right at the light onto Route 57 (sign to Washington). Check odometer and travel six miles west. Watch carefully for small highway sign which reads "Penwell" on the right side of the road. At this sign make a quick left (you are 1 1/2 miles from camp). Follow signs to camp.

FROM UNION COUNTY AREA: West on Rt. 78. North on Rt. 31 to Washington. Then, follow directions below from Washington.

FROM SHORE POINTS: If south of Perth Amboy take the Garden State Parkway North to Rt. 287. Take 287 North to Interstate 78. Rt. 78 west to Clinton. Take Rt. 31 to center of Washington (this is at a light). Then follow directions below from Washington.

FROM PHILADELPHIA: North on I-95. North on Rt. 31 to Washington. Then, follow directions below from Washington.

-OR- North on NE Ext of pa. Turnpike. East on Rt. 22. East on Rt. 57 through Washington. Then, follow directions below from Washington.

FROM EASTON, PA.: Follow Rt. 22 after bridge. East on Rt. 57 to Washington. Then, follow directions below from Washington.

FROM WASHINGTON, N.J.: East on Rt. 57 for about 3 miles. You will come to a traffic light. Continue 300 yards. Bear right past Camp Bernie sign. Follow signs to Camp Bernie.

**YMCA
CAMP BERNIE**



Appendix D

American Cultural Concepts Through American Proverbs

Proverb	American Cultural Concept
Time is money.	
A penny saved is a penny earned.	
Birds of a feather flock together.	
Don't cry over spilt milk.	
Waste not, want not.	
Early to bed, early to rise...	
God helps them who help themselves.	
It's not whether you win or lose...	
A man's house is his castle.	
No rest for the wicked,	
You've made your bed, now sleep in it.	

*Kohls, Robert L., *Developing Intercultural Awareness*
The Society for Intercultural Education, Training and Research: Washington, D.C. 1981.



Appendix E

BAFA, BAFA Simulation Game

(This commercially prepared game should be purchased)

Staff-Coordinator, 4 facilitators (2 minimum)
Participants-20 minimum, 35-40 optimum, 50 maximum
Facilities-2 rooms, 2 flip charts or 2 chalk boards
Time required 2-2 1/2 hours consecutively.

Divide groups into 2 cultures, (Alpha, Beta) and explain rules of each culture (tapes and booklets are provided in the game). Send 3 observers for 2 minutes from each culture to the other. Observers report what they saw to their own culture (5 minutes) and another set of observers is exchanged. Observers report back a second time and afterwards the first set of visitors are sent but not expected to report back. Visitors continue to be exchanged until every participant has visited.

After all participants have visited the other culture, everyone assembles in one room with participants remaining with their respective cultures. This is the debriefing part of the activity and ultimately the most important aspect of it.

Debriefing

The coordinator asks a member of each culture to describe the other culture using adjectives. Facilitators record the responses on the flip chart or chalk board. A member of each culture then explains the rules of his/her own culture and these are recorded. Once these two tasks are completed, a discussion follows about how participants felt, their perceptions of the other culture, their behavior during the interaction, their expectations etc. International participants are then asked to relate their experiences in terms of the responses of the participant.



Appendix F

Minoria-Majoria Simulation

(Developed by Tad Erlich, L. Robert Kohls, Margo Kiley, and Bill Hoffman)

1. Divide the group into two halves. Give each group separate briefings (see scenarios). Don't let the groups hear each other's scenario until the debriefing, following the simulation.
2. Minorians wear black crepe paper armbands for identification; Majorians wear white crepe paper armbands.
3. Materials:

Minorians	Majorians
(given only minimal supplies)	(given luxurious materials)
Newsprint (or old newspapers)	Colored crepe paper
Brass fasteners	Colored tissue paper
String	Paper doilies
	Scotch tape
	Masking tape
	Scissors (representing technical superiority)
4. After the simulation: debriefing and discussion to process the experience.
5. Derobing Ceremony (to break out of roles and end any hostility caused by the simulation). All participants rip off their armbands and throw them into a common wastebasket. (This is absolutely essential.)



Instructions to Majorians

You are the fortunate citizens of Majoria. Majoria's technology, natural resources, and wealth make it a country without peers in the modern world. Your people have solved the scourges of earlier centuries: epidemics, hunger, limited production, illiteracy, etc. People in your country worry little about survival, and more about opportunity in a land of abundance.

Unfortunately, there are other countries that are far less fortunate. Many people in your country are concerned about their plight. Some out of guilt of having so much while others have so little. Others out of the realization that the world will not long be safe if the imbalance of technology, resources and materials continues. Because of your genuine concern for less fortunate people and your idealism, you have volunteered to go to an obscure little country named Minoria.

Minoria is a poor, underdeveloped nation. Side by side these are the contrasts: affluence and want, the handsome leaders and the starving beggars, new buildings and shacks without sanitation, the bespectacled professor and the illiterate country people. Behind the plush front, the statistics of hunger, disease and unemployment tell the real story. Minoria is new among the world's nations and its leaders, policy makers and technicians are inexperienced at their work. Frequently, things are done on the merest whim and have no relation to the country's basic needs.

Minoria needs many things. It is struggling to survive in the modern world. Many fear it will not. Its primary need is firm insistence on an ordering of priorities to place the few resources where the greatest needs lie. Second, the country needs other resources to supplement its own. Third, they need the technical help to make sure what they construct endures, and what they have will be used well.

You have ten minutes to plan what you will do to help before arriving in that country. After your arrival, you will be expected to help them plan a major project that will benefit their country, and to help execute that plan using the materials you have at hand.

Remember, you will be evaluated on your ability to: a. Help them reset priorities which match their needs; b. Help them use the materials you have brought wisely; c. Make helpful construction hints and give technical aid on the decided project.

Instructions to Minorians

You are residents of the country of Minoria. Minoria is not a new country but a very old one with a noble history and a rich culture. Unfortunately, your country has been dominated by other nations for so long that you are just now beginning to regain a sense of independence and pride. You have finally been able to shake yourself free of those countries which had dominated you and exploited you for so long, and you have a great jealousy of your hard-won freedom to run your own country the way you want to.

Unfortunately one of the problems that besets you is the fact that you have few natural resources, and because you have been dominated by others for so long, you have not been able to develop the ones you have nor the technology to make use of them. Poverty is a problem in your country, but it is one you have learned to live with and even to accept as the normal way of life.

This is the anniversary of your independence, and you are searching for some appropriate focus around which the new national pride can develop: a monument, symbol, or something similar. Your task is to begin discussing what kind of monument will best symbolize that pride and then to construct it with the materials and resources you have at hand. You want, partly out of pride, to use your own native materials to the extent possible, but also because you do not have the money to import materials, and too, because you do not want to become indebted to outsiders. You are especially wary of gifts with political strings attached.

You have just received word from the Ministry that in the next twenty minutes a team of people will be arriving from a country called Majoria. Although you never had an opportunity to meet any Majorians, Majoria is well known to you since it is one of the leading countries in the world. Its resources seem to be endless. While you are pleased for suggestions and appreciative of help, you resist any type of patronizing and you are anxious to do your own thing. Other nations have dominated you for centuries and you are suspicious of Trojan horses.

After twenty minutes of planning, you will have no more than thirty minutes to execute the plans you have made. On with your monument! Long live Minoria!

During the debriefing, you need to talk about how people felt during the interaction, what expectations were met or not met; what values were important to each group; what caused any interferences in communication, what could be done to improve communication and how each group might change their behavior towards each other in future encounters.



Appendix G

"When Cultures Meet Face to Face" is a video training package consisting of a manual and a video-tape which are to be used for intercultural training on college and university campuses. Depending upon circumstances, the package may be appropriate equally for some high school and adult school settings. It was designed to provide ideas and materials which can serve as a catalyst for improving interaction between Americans and Internationals on campuses throughout the United States. **The manual may be used as a training guide even if the video-tape is not available.**

The training package has many uses. Some of these include: (1) orienting International students to the ways of American colleges; (2) improving understanding between American faculty and International students as well as International TA's and American students; (3) strengthening American-International student relations; (4) bettering work relations between Americans and Internationals; and (5) making American staff more knowledgeable of how to communicate with International personnel.

The manual and video have been constructed in such a way that all or part of either of these may be used by those who have had some preparation in cross-cultural training. Typical intercultural encounters have been suggested in the video portion, but they were designed to serve more as catalysts for study and discussion of intercultural communication than as demonstrations. Participants are expected to voice their reactions and perspectives while the trainer facilitates the process of observation and interpretation. The manual includes a study guide to the video as well as suggestions which extend far beyond intercultural communication per se. It is a resource for improving international relations at the interpersonal level.

The video is specifically designed for intercultural training. It is best used by someone who has experience in cross-cultural training, but can also be used by teachers of English-as-a-second language and foreign language teachers with sensitivity to intercultural interaction. The manual is designed for all professionals and students interested in improving communication and understanding between Internationals and Americans on college campuses.

The first chapter, "Video Guide," suggests study questions and ways in which the video-tape portion of the package might be used. Chapter 2, "Tips for Trainers," discusses the role of the trainer in intercultural training as well as how to prepare for and give workshops. Chapter 3, "Training Activities," provides several activities for intercultural exchange and training on college campuses. Chapter 4, "Intercultural Encounters," describes authentic encounters which present an intercultural problem to be solved. Trainees and students can use these narratives to identify the problem and suggest ways to resolve them. Five settings are drawn upon. These are entitled: (1) "in the classroom"; (2) "making friends"; (3) "dealing with staff"; (4) "on-the-job"; and (5) "social engagements." Chapter 5, "Internationalizing the Curriculum," changes the tone of the manual slightly. Readers are presented concrete lesson plans for making ESL or academic courses more international by drawing upon international faculty and students as curricular resources in the classroom. Programmatic suggestions are also given for internationalizing campus life. Chapter 6, "Campus Life and Cultural Adjustment," suggests what International students and faculty might do to integrate more smoothly into American campus life as well as what American students, faculty, and administrators might do to help this adjustment process. The Annotated Bibliography lists those training resources which are useful for intercultural training and curriculum development on college campuses.



Appendix H

Ellis Island Project

The objectives of the project are to: 1) afford foreign students a greater understanding of the background and experiences of Americans whose ancestors emigrated to the U.S.; 2) provide the American campus community with a greater understanding of the foreign student population; 3) increase tolerance of non-native speakers by native speakers; and 4) to allow foreign students to compare their immigration experiences to those of previous immigrants.

Since our college is geographically located near Ellis Island, this project was especially easy to pursue. However, even if your college is not located near Ellis Island, there are ways to adjust the project. (There is a microcomputer program entitled *Ellis Island: The Immigrant Experience*, Educational Activities, Inc., Freeport, N.Y. that can be used)

Procedure

1. Send out a flyer or put an article in the school newspaper describing the project as one to promote interaction between foreign students and Americans.
2. Ask for people (on campus) who had relatives or know of people with relatives who came through Ellis Island to volunteer to participate.
3. Match up 2 or 3 foreign students with each volunteer and have the students go through the student interviewer question guide. (at the end of Appendix H). This should take about 25-45 minutes. If possible, video tape some of the interviews.
4. A picture is taken of the volunteers with the interviewers (see samples at end of Appendix H) and a summary of the interview is attached. These are put on display in the College Center or some other Central building.
5. A reception is held for all participants with refreshments, viewing of video taped interviews and individually framed pictures of each group of volunteers and interviewers is presented to the volunteers.
6. If accessible, all participants should take a trip to Ellis Island or, if not, perhaps a film could be shown about the museum at Ellis Island.



Ellis Island Student Interviewer Question Guide

Student Interviewer: _____

Staff Member Interviewed: _____

Here are some useful expressions to remember during the interview:

Could I ask you some questions?

Could you explain that again?

I hope I'm not disturbing you but _____.

Do you know any more details about _____?

I'd like to know more about that, please.

Please add some additional expressions of your own or that we have studied on the lines below.

LEAVING HOME

1. What country did your relatives come from? (region? city? town? rural area?) _____

2. What language did they speak? _____

3. How many people came? How old were they? (Any children) What were their original names? What is their relationship to you?

a. _____

b. _____

c. _____

d. _____

e. _____

3A. Did you know any of these relatives personally? How well did you know them? _____

4. When did they arrive? Be as specific as possible (year, month) _____

5. How long was their trip? How much did they pay for transportation? What was the trip like? _____



6. What was their reason for leaving their homeland? (economic? Political? adventure?) Did they make a free choice? Were they forced? _____

7. What did they bring with them? Did they bring any photographs? Papers? Artifacts? Special Mementos? Tickets? Do you have any of these? Other connections to the past? _____

ARRIVAL

8. Did your relatives go directly to New York? (another Location) _____

9. Did they go to Ellis Island? (if "yes" see questions below) _____

10. Was anyone waiting to welcome them? Relatives? A new husband or wife through an arranged marriage? _____

11. How was their health when they arrived? _____

12. How much money did they have with them? _____

13. Did they speak English when they arrived? _____

14. What occupations/professions did they have? _____

15. Did their relatives change their name when they arrived? _____

16. What happened to your relatives at Ellis Island? _____

17. How long did they stay at Ellis Island? Were they forced to stay? _____

18. What procedures did they follow in order to be allowed to enter New York? _____

19. Could you tell me about the conditions at Ellis Island during your relative's stay? _____

20. Were they given a new name? _____

21. Was anyone turned away? Returned to their homeland? _____



RESETTLEMENT

22. Where did your relatives eventually settle? Did they move around? Stay in one spot? _____
23. What work did they do after they arrived? Did the children work? Did they work in their original occupation or did they change occupations? _____
24. Who learned to speak English? Did they all learn? Only the children? _____
25. How did they keep their language and culture alive after they arrived? _____
26. Did they become citizens of the United States? _____

TO BE COMPLETED BY INTERVIEWERS.

In the past two weeks, you have spoken to a native American about family background - how and when this person's family came to the United States

Some people had relatives who came through Ellis Island; others did not.

1. Give a **brief** summary of your interviewee's family background (no more than 2 minutes). Use your interview questionnaire as a guideline. _____
2. What was the most interesting thing you learned? Did anything surprise or shock you? _____
3. Compare your experience to the story you heard. _____
4. Were any of your ideas about Americans changed by the interview? _____
5. Was the interview easy or difficult? Why? What was the most difficult? _____
6. What would have made the interview easier? _____





Interviewers: Almonzer Elmasri
Li-Chin Chu

Interviewee: Lloyd Kalugin/Cooperative Education

Reported About: mother, father, grandmother, uncle

From: Russia

Port of Entry: Ellis Island to Jersey City and New York

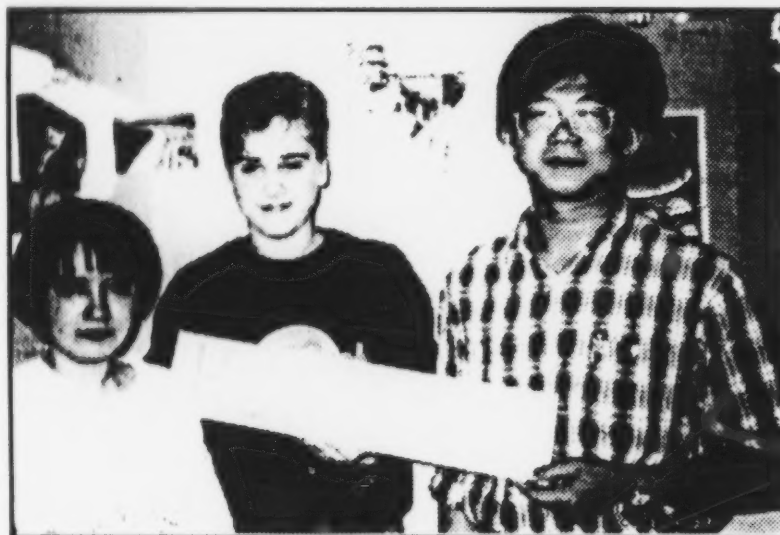
Date of Entry: 1911 - father, at 20 years old

1921 - mother at 22 years old

1922 - grandmother at 60 years old

Original Languages: Yiddish and Russian

Occupation: carpenter to furrier - father
seamstress to dressmaker - mother



Interviewers: Teresa Rosario
Horng-Wei Her

Interviewee: Susan Matiz/Quo Vadis, student newspaper

Reported About: Suzanna Prundl and Janos Matisz

From: Hungary

Relationship: mother and father

Date of Entry: 11/20/1957 - mother at 9 years old

1958 - father at 17 years old

Port of Entry: New York City

Original Languages: Hungarian





Interviewers: Horng-Wei Her
 Ulvi Ensari
 Interviewee: Robert Fishco/Dean of Business Division
 Reported About: William Fishco and Benjamin Fishco
 Relationship: father and uncle
 Name Change: Fishman
 From: Russia

Date of Entry: 1907
 Age: father at 17 years old
 uncle at 21 years old
 Port of Entry: Ellis Island to Brooklyn to
 Bayonne, NJ
 Original Occupation: carpenters
 Original Language: Yiddishs



Interviewers: Luis Cabezas, Alaa Hussein
 Kuei-Mei Yang
 Interviewee: Nancy Bruno/Director of Testing
 Reported About: Meta and Joseph Jacobs
 Relationship: grandparents

From: Germany
 Port of Entry: Philadelphia and New York City
 Date of Entry: 1855 and 1890
 Original Language: German
 Original Occupation: farmers





Interviewers: Iherng Chang
Jose Gonzalez
Kinbery Zhang

Interviewee: Camille Mahon/Director of Grants
Reported About: "Lucia"
From: Italy
Relationship: grandmother and grandfather

Date of Entry: 1916
Age: 16 years old
Port of Entry: Ellis Island to Jersey City
Original Language: Italian
Original Occupation: students
New Occupation: sewing factory worker and railroad worker



Interviewers: Jee Yoon Baik, Jose Frias
Shuan-En Lin

Interviewee: Ellen Thomas/Director of Tutoring Center
Reported About: Maximillian Frederick Silberman
Relationship: father

From: Austria-Hungary
Port of Entry: Ellis Island
Date of Entry: 1924
Original Languages: German, Polish and Russian
Original Occupation: upholsterer



Appendix I

Ethnic Heritage Week

This is a week of activities in which the International students invite the entire college community to join them in celebrating the diversity on campus. The importance of this week is to ask faculty from different departments to assist the students in planning and implementing the activities. Some of the activities can be:

1. a display of ethnic items in the College Center or some central place. Each student brings in an item from his or her country and it is put on display for the entire week.
2. an evening of ethnic performances-Students volunteer to do ethnic dances, display their traditional costumes, sing ethnic songs, demonstrate martial arts etc. Families and friends are invited to attend.
3. an Arts and Crafts Show-Many international students are very artistic. Ask them to bring in their art work, crafts, poetry, jewelry and have an art show. Have students invite faculty to display their work. Invite local newspapers to cover the show. Have an opening of the show and send out invitations to members of the college community, community leaders and local and state officials. Very effective public relations affair.
4. foreign films-Choose foreign films to be shown throughout the week.
5. sports-Set up a soccer game between the International students and a team made up of Americans. Involve the physical education faculty in organizing and officiating game.
6. intercultural Activity-Match up a sociology or psychology class with an ESL class and conduct an intercultural activity and discussion.
7. visits-Organize a group of international students to go to a local elementary school dressed in traditional costumes and have the students tell about their countries.

Prior to the activities, ask an international student and an American student in the art program to design a logo for the week. Use the logo on all posters, programs, and flyers for the entire week. If funds are available, use the logo to have T-shirts or caps made. Give all participants a free shirt or cap. Be sure to take photos of all activities to be put on permanent display in the International Office or ESL Department or some other appropriate place.



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